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ABSTRACT

A demonstration project using young men as day care workers in the Early Learning and Child care centers in Atlanta is described. The proposal for the demonstration project and a progress report are given. Four white advantaged and four black disadvantaged male high school students were recruited to work as caregivers for black and white boys and girls, aged 4 months to about 6 years. Each young man works five hours every week day. During the preservice training they were given an initial concentrated introduction to early childhood teaching. They then began work under the supervision and guidance of a lead teacher. Training is continued in weekly inservice sessions where performances are discussed and improvements suggested. They also have weekly project discussion sessions with the administrators of the Project. Three areas will be tested and evaluated: (1) the demands made on male and female caregivers by male and female preschoolers of disadvantaged and advantaged backgrounds, using the new Interaction Check List; (2) sex typing, using the It Scale for Children, Modified Rabban Toy Preference Test, Biller Rating Scale, and Draw-A-Person Test; and (3) competence, using the McCandless Intensity of Involvement Scale, Children's Embedded Figures Test, and Nowicki-Strickland Locus of Control Scale. [Not available in hard copy due to marginal legibility of original document.] (Author/KM)

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DEMONSTRATION PROJECT

TITLE: Demonstration: Male Workers in Day Care

1. Feasibility Problem: There is a wide consensus that the role of adult males (fathers, father surrogates, male caregivers) is important and may be crucial for the normal emotional, cognitive, and competence development of both boys and girls. The normal course of sex typing and identification, particularly among male children, may be seriously impaired when no male models are available to them (research is cited later in the body of this narrative description). Even more recent evidence has accrued that competence (as manifested by success in school) may be retarded when children, and particularly boys, grow up without male models.

In Atlanta, we have two settings in which it should be simple to introduce a reasonably adequate ratio of young men into caregiver functions for children from ages four months to about seven years. The staff, administration and professional consultants for each of the two Early Learning and Child Care centers are not only amenable to introducing males into caregiving settings, but are enthusiastic about the prospect, first of demonstrating that it can be done and will work easily and constructively administratively, but that firm scientific data can be gathered, once the practice is institutionalized, that will demonstrate that advantages accrue both to the male caregiving workers and to the children of both sexes with whom they work.

It seems to those who have worked on this proposal, reasonably knowledgeable people in the field of Day Care, that the national climate for such a change in practice from exclusively feminine to mixed male and female is now favorable. It is just that no one or almost no one has tried it. We believe if it is tried, documented, and its advantages demonstrated by firm data, that national Day Care practice will quickly be constructively shifted from a unisexual to a coeducational caregiving enterprise to the benefit of both staff and children.

2. Related Research and Practice Experience:

Selected Research, including Literature Review:

It seems logical to begin this section by referring the Review Panel to reasonably recent and full treatments of the effects of father absence (absence of male models) on the competence and psychosexual development of both boys and girls (McCandless, 1967, 1970). An even more intensive review of the literature about personality development of male children without male models (specifically, with fathers absent) is provided by Biller (1970). Blanchard and Biller (in press) and M. Hoffman present a clear picture of interference with competence in boys with absent fathers, the interference being more severe the earlier in the boy's life the father (male model) was absent. Santrock (1970) extends the findings for white boys to his population of black boys. M.M. Johnson (1963), in a careful review of the literature, provides convincing evidence that the role of male models is perhaps as important for the normal, well rounded development of girls as it is for boys. Nash (1965) also provides a good review of the role of fathers in child development.

To summarize this literature very briefly: Boys without male models in early childhood are likely to be relatively effeminate (or, in some cases, reactively aggressive and even violent, probably as compensation). Sex typing seems to be delayed and psychosexual disturbances seem to be more frequent than among boys who have known close male models (particularly fathers), and school achievement lags behind that of boys of the same ability level, but who have fathers available to them. While less dramatic results have been revealed for girls, Johnson's data review suggests that similar impediments occur for girls. The early childhood years seem to be particularly crucial for children of both sexes, although the results are not so clear for girls.

Finally, the incidence of fatherless families among poor families is very high and probably adds even more to the disadvantages under which poor children suffer. In samples of poor black and white Atlanta children, that the author (McCandless) and his colleagues have studied intensively during the past four years (a total of 300 children below five years of age, 45% of both the black and white children came from fatherless homes). If anything, this percentage may be low, although it seems to be typical throughout the country, particularly for poor black families.

Practice Experience: The author (McCandless) has long been aware of the intense attraction to preschool aged children enrolled in preschools and day care of male figures. For example, the male graduate students were always clung to and courted by both boys and girls, particularly boys, at the University of Iowa Laboratory Preschools. Later, while conducting research with severely deprived Appalachian 5 year olds of low intelligence, the author and his research colleagues, Walter L. Hodges and Howard H. Spicker (1971) found themselves unable to carry out their research duties because of the intense "courting behavior" directed toward them by children of both sexes, but again most noticeably by boys. In order to gather data, Hodges, McCandless and Spicker found it necessary to bring in male assistant teachers to supply the childrens' apparent strong need to receive attention from male figures.

Much earlier, and for similar reasons, the author (McCandless), while Director of the Iowa Child Welfare Research Station, and along with Dr. Ruth Updegraff, Preschool Director, brought as many men into the Laboratory Preschools as could be recruited. The informal evidence for the success of these young men in work with children has been convincing about the usefulness of the experience for the men (such national figures as Keith Osborn and Gerald D. Alpern have been among them) and the children, but the matter was never formally researched.

In Atlanta, McCandless has worked as Program Committee Chairman with the Office of Economic Opportunity's Edgewood Parent-Child Development Center, (PCDC), the clientele of which remains all black despite strenuous efforts to integrate racially. Children here seemed as starved for male attention as in the setting described above (admittedly, some of this child-toward-male behavior may be due to the relative novelty of male models in their day care and preschool settings, but the behavior seems too intense and consistent to be accounted for purely by novelty and curiosity).

For the PCDC, through fairly vigorous recruitment procedures at Emory University (private, upper middle class, mostly white population) and at Morehouse College (middle and upper middle class, almost all black population, all male enrollment) McCandless was able to recruit volunteer college aged males. Informally, these volunteers appeal to the children, and the young mens' enjoyment and profit from the experience have been positive and convincing.

Finally, at the Kittredge Springs Early Learning and Child Care Center, a private, for-profit organization with 140 middle and upper middle class children, most of them white, we have two regular male employees, one of whom came in from his Emory undergraduate status as a volunteer, and who proved to be so valuable all the way around that he was given a position. The other is a graduate student in Child Development at Georgia State University.

Kittredge Springs is located on the same grounds as Briarcliff High School, whose population is about 3,000 students, most of them white and from middle and upper middle income families. Informal talks with the older boys in the high school suggest that many of them will be interested in taking minimum wage positions for a few hours daily, working in a caregiving capacity with the Kittredge Springs children, who range in age from four months to seven years. Thus, the feasibility of recruiting young males for the first of the two settings in which this Demonstration Project will be carried out seems to exist.

The second of the two settings, the Donner Project, is located in an almost entirely black deteriorating area and is near an almost all black high school. Since the Donner Project Center has not yet opened (it will open about the end of April, 1971), no exploration of recruiting young black males has been made. However, relations of the staff within the community are cordial and close, the unemployment rate and financial needs of many black youth are high and acute respectively, and a minimum wage part-time job should prove sufficiently attractive that we anticipate no trouble in securing young men to serve as caregivers.

3. Objectives:

- (a) To provide caregiving service from young males to children aged four months to three years and who are enrolled in day care either from private fees or as a public service.
- (b) First, to demonstrate that it is possible to recruit advantaged white and poor black youth into such work, to indoctrinate them as to its desirability, and to train them to be effective workers with children.
- (c) At first, informally through demonstration, then formally through evaluation and research, to demonstrate that male caregiving is good (speaking in lay terms) for the children involved, regardless of their age, sex, race, or economic status; and second, that the experience is equally beneficial to the male caregivers involved.

Formulated in general terms, it is predicted that both boys and girls, poor and advantaged children, and black and white children will gain in appropriate sex typing and identification, will enjoy their interactions with males, and will become more task oriented as a function of their exposure to male caregivers.

For the male caregivers, it is predicted that they will enjoy the experience, will pick up skill and sophistication in interpersonal relations with fellow staff and children that will enhance their self concept and make them more understanding of childrens' needs and skillful in handling children (thus better fathers themselves eventually), and that a certain proportion may find a new vocation open to them.

4. Mode of Operation

(a) Service: The innovative aspects of this service are recruiting and using high school aged advantaged and disadvantaged black and white male youth as caregivers for advantaged and disadvantaged black and white boys and girls, aged four months to about seven years in Early Learning Center and Day Care settings, plus the evaluation of the results of such interaction of male youth with more conventional staff, and with the children. The prediction is that there will be beneficial outcomes that can be more formally documented after its feasibility is checked through practical demonstration.

(b) Client Sample:

(1) The Donner Project will involve about 50 disadvantaged and mostly Afro-American children and their families in a model demonstration Early Learning and Day Care setting in a deteriorating Atlanta inner city area. Some of the financing for this project comes from the Donner Foundation, the rest from the State of Georgia and the Federal Government. The project is administered by Family Learning Centers, Incorporated. The Donner Center will be opened about April 25, 1971. The males to be recruited for caregiving here will be black youth from the community. There is a sliding fee scale based on parents' ability to pay, however, we anticipate that many will not be required to pay. Staff is integrated, the Director, black.

(2) The Kittredge Springs Early Learning and Child Care Center was opened to children in March, 1970. At present, 140 middle and upper middle income children, most of them white, but some black, some Oriental, are enrolled. The childrens' age range is from 4 months to seven years. Only about 1/4 of the children come from homes where the mothers work. Some children (approximately 40) are half-day children enrolled in a preschool program, the rest are full day care.

Fees are:

Full-Day - Over 2 years of age - \$25/week - 7:00 a.m. - 6:00 p.m.
 Ages 2 to 1 years - \$30/week - "
 Below 1 year of age - \$35/week - "
Half-Day - \$57.50/month - 9:00 a.m. - 11:45 a.m.

The Educational Advisory Board for both Centers consists, alphabetically, of: Mrs. Judith Arrington, Social Work, Atlanta University; Mrs. Flora Conger, Early Childhood, Atlanta Public Schools; Dr. Harry Cowart, Reading Specialist, University of Georgia; Dr. Ocie Dekle, Early Childhood, University of Georgia; Dr. R. Wayne Jones, Clinical Psychology, Georgia State University; Dr. Bernhard Kempler, Child and Clinical Psychology, Chairman of Developmental Psychology, Georgia State University; Dr. Boyd McCandless, Director of Educational Psychology, Emory University (also on Board of Directors of Family Learning Centers, Inc.), and Dr. Joanne Nurss, Chairman, Early Childhood Education, Georgia State University.

The young males who will form the core of this innovative demonstration will come from the Briarcliff area of DeKalb County, a suburban Atlanta area most probably from Briarcliff High School, which is immediately adjacent to the Kittredge Springs facility and is residentially white, although the high school itself is integrated, and the patrons are middle and upper middle class suburban; and from the Bedford-Pines area, a deteriorating, low income, most black area near the Atlanta inner city. It is anticipated that about half the black youth will still be in the local high school and that half will be recruited from unemployed, school dropout youth. Connections within both communities are such that little difficulty is anticipated in finding youth who will take part in caregiving activities in the respective centers at a reasonable wage.

For the demonstration project, no official control groups will be initiated, but comparisons will be made between functions in the high and low income areas, between the races, and for boys and girls enrolled in Day Care. It is anticipated that more controls will be initiated after the project is launched, hopefully in the second year of operation from this date, but possibly as early as September or December, 1971. Many operational day units are available and, informally, we have been assured of interest and cooperation on the part of their staffs if and when the need arises.

- (c) Community and Organizational Elements: Family Learning Centers, Inc., which operates both centers, is a private, for-profit organization with many public service links. The State of Georgia-Donner Foundation grant for operating the Donner Project has been awarded to this corporation. All legal requirements for licensing with the State have been met, and informal cooperation with state and local agencies across a broad spectrum exists. The contractual agreement for the Donner Project is attached. The author of this proposal (McCandless) thinks of no other relevant documents to append, but will be glad to forward anything additional that is needed to complete this section.
- (d) Assessment: Assessment will be in large part anecdotal and informal for the present Development Project grant. We will keep records of how we went about recruiting young males, what their reactions were, and will maintain a file of critical incidents about indoctrination, training, incorporation into the existing staff, and so on. Measures of self-concept of the young male caregivers will be taken (probably the Piers-Harris, although this is not definite at this time); and It Test sex typing measures of the older children (i.e., above age two to two and one-half) will be obtained at the

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time young males are introduced into caretaking roles, and thereafter at intervals. Observations will be made of differential time spent with and demands made on the male caregivers as compared with the female staff, and we will work at methods to determine differential task orientation, attention, and disruptive behavior of the children with the males and females who occupy the caretaker roles. However, no finished, formal assessment plan can be proposed at this time. Such a plan will be progressively developed as the Development Project continues.

(e) Continuity:

The Family Learning Centers, Inc., is financially sound, and it is anticipated that it will continue for the indefinite future, and is presently building 3 additional facilities in Metropolitan Atlanta to be owned and operated by the corporation.

BOARD OF DIRECTORS

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Dr. Boyd R. McCandless, Director, Educational Psychology, Emory University

The Donner Foundation Grant is for a period of 30 months, dating from January, 1971. Presumably, this project will be continued by the State of Georgia, Family and Childrens' Services; and the Federal Government, but no firm assurance is available.

(f) Program or Service Diffusion: This will be informal: At present, there is a stream of visitors and a heavy flow of correspondence about the Kittredge Springs Project. They have received recognition from Cox Broadcasting, McCall's Magazine, Newsweek and Atlanta Magazine. The staff of both Kittredge and the Donner Project, including the Educational Advisory Board, are all exceptionally active locally, in the state, national and, in some cases, internationally. Some formal materials for dissemination have been developed. Twenty copies of the Kittredge Brochure are appended.

5. Project Staff: In addition to the operating staffs of the Kittredge Springs and the Donner Centers (a total of 30), one full-time coordinator, James C. Brown, is proposed. His curriculum vita is appended. He will receive his Ph.D. degree from Emory University in June or August of 1971, his dissertation was conducted with first, second, third, seventh, and eighth grade, inner-city, mostly Afro-American children, and includes the operation of a tutoring program of older with younger inner city boys. He will assume major responsibility for recruiting the males for the program, for indoctrinating and overseeing their training, and for developing assessment procedures and "keeping the operation running." McCandless, the principal author of the present document, has been a co-director of Mr. Brown's dissertation, and has worked closely with Mr. Brown for almost three years at the time of writing this document. Working relations are cordial, and no reason for their change is anticipated. Mr. Brown has grown increasingly involved in Day Care and the inclusion of men in it since he first came to Emory in the fall of 1968.

Narrative

Mr. Donn Johnson, a fourth year graduate student at Emory will serve half-time or a bit more, working closely and as a peer with Mr. Brown, except for the amount of time spent. Mr. Johnson has been the Emory representative for the 4-C's Day Care Development in Atlanta, and is both sophisticated, able, and interested in the Day Care area. He will probably receive his Ph.D. degree in June or August of 1972. Mr. Johnson's vita is appended. He is Professor McCandless' doctoral advisee.

Professor Boyd McCandless will be over all supervisor of the project, which is essentially an extension of the work he already does with Day Care in general, and the Family Learning Centers, Inc., in particular. His activities in this connection mesh perfectly as the applied portion of his duties as Professor of Psychology and Education, and Director of Educational Psychology, Emory University. His vita is appended.

6. Facilities: Kittredge Springs Early Learning and Child Care Center is housed in a building designed for the purpose. 10,200 square feet of interior space are available for a child enrollment of 140 children; the wooded and turfed playground is 3 acres in size. The facility, by any standards, is highly superior, and meets all requirements for licensing and day care operation.

The Donner Project is housed in a converted liquor store. The renovation has been State approved. 2,500 square feet of internal space are available for 50 children and the playground is 3/4 acre in size.

7. Financing: This project, when approved, will be conducted in two locations, as described earlier. Support for the low income area project is \$300,000 (State and Federal funds) for a period of 30 months, commencing January, 1971.

The other facility, Kittredge Springs Center, is self-supporting. Additional support is available from corporate funds and there is every indication that continuation of operations presents no particular problem.

Cost items such as rent, heat, light, power, administrative backup and educational supplies are being provided by the applicant. This proposal has not been submitted to any other agency or organization, nor is it anticipated that it will be (although since we believe so strongly in it, we may try somewhere else if it is declined by OCD).

The proposed budget seems justifiable: The \$14,400 annual salary proposed for Mr. Brown (full-time) is at the lower end of the going rate for capable new Ph.D.'s. His interests in the project are so strong that, although he could surely obtain a higher salary somewhere else, he is eager to stay here to execute this project. The \$5,600 for Mr. Johnson for half to two-thirds time is also reasonable, in fact modest. We plan to pay seven boys \$2.00 per hour for about 15 hours per week, for a total of \$10,920. That is about as many as we believe we can accommodate to begin with. There is no firm decision about whether to take a set of boys on, keeping them for perhaps three months, then replacing them; or whether we should try to keep all boys on for at least a year. We will have a better idea about strategy when we have tried it. Having more boys for a shorter times is an advantage in terms of the number of young males reached, but may be a disadvantage to the children, since day care children lead notoriously irregular lives and it is probably wise to keep employee and caregiver turnover to the minimum.

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Narrative

\$300 for tests and supplies (self-concept tests, typing paper to cover the extra cost of this Demonstration Project, some copies of the It Test) seems a modest request, and may be too low. We have not asked for clerical help at this time, as we understand there are few available funds, and we think we can absorb clerical costs into our ongoing operation.

\$1,000 for in-city travel is requested. The two centers are about nine miles apart, and constant travel by the professional staff between the two centers, sometimes several trips a day, will be required. At ten cents per mile, \$1,000 appears to be reasonable.

No other expenses, other than the routine overhead (20%) are requested.

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Narrative - References

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SUMMARY OF PROGRESS REPORT

Four white advantaged and four black disadvantaged male high school students were recruited to work as caregivers for black and white boys and girls, aged 4 months to about 6 years in early learning and day care centers. The clientele of one center is predominantly white and middle to upper middle income, enrolled on a full fee basis. The clientele of the second center is economically disadvantaged and black. No fees are charged.

Of the four male caregivers at each center, two work in the mornings and two in the afternoons with each young man working for five hours every week day. During the preservice training they were given an initial controlled introduction to early childhood teaching. They were then placed with their respective groups and started to work under the supervision and guidance of a lead teacher. Their training is being continued in weekly inservice training sessions where their performances are discussed and improvements are suggested. Also, they have weekly project discussion sessions with the administrators of the Demonstration Project.

For a formal evaluation of the project, the following three areas have been delineated for intensive study:

1. The demands made on the male & female caregivers by male and female preschool children of disadvantaged and advantaged backgrounds and vice versa.
2. Sex-typing and identification.
3. Competence (independence, task orientation).

The initial testing is completed. The preliminary data for the evaluation of the project will be available by July, 1972.

The innovative aspect of the service made possible by this Demonstration Grant involved recruiting and using High School aged advantaged and disadvantaged black and white male youth as caregivers for advantaged and disadvantaged black and white boys and girls aged 4 months to about 6 years in Early Learning Center and Day Care settings.

To secure the services of young men, the Family Research and Development Foundation went to Mr. Robert Green, Chief Counselor at Clarkson Adult High School, and to Mr. Roger Cain, Chief Counselor at Atlanta's Carver High School. Mr. Green selected a panel of young men (mostly Juniors and Seniors) on the basis of their interests and desirable personal characteristics. From this panel, those involved in the demonstration and research project selected four young men. Mr. Roger Cain, did the same preselection for the Foundation. From this panel, four young men were selected who are currently working at Donner.

Four of the young male caregivers are black and are predominantly upper-lower in terms of SES background. Since this group works at the Donner Center it will hence forward be referred to as the "Donner-Caregivers". The other four young men are white and of middle class background. They work at the Kittredge Springs Center and will be referred to as "Kittredge - Caregivers".

No difficulty was encountered in the recruitment of male caregivers for the Donner Center. For the Kittredge Springs Center, however, the recruitment process was more laborious, mainly due to the lack of cooperation of the Briarcliff High School. Although this High School is immediately adjacent to the Kittredge Springs Center, and the patrons are of similar SES background as the Kittredge children (middle to upper-middle class), the attempts by the Foundation to recruit there were blocked. Consequently, the male caregivers come from Clarkston Adult High School, also in the DeKalb School System.

The average age for the male caregivers is 17 years 7 months, the range is from 16 years 3 months to 19 years 5 months. All come from intact families (father and mother present). None of them is an only child. Donner caregivers come from big families, averaging 6 siblings per family. The average number of siblings for the Kittredge caregivers is 1.5. There is no significant difference between Kittredge and Donner caregivers in terms of sex typing. With respect to intelligence (receptive vocabulary measured by the PPVT), the Kittredge caregivers (mean = 111.78)

are superior to Donner caregivers (mean = 72.00). A brief personal introduction to the male caregivers involved in the project can be found in Appendix A.

Four black young men are presently employed at the Donner Center and four white young men are employed at the Kittredge Center. The original plan of the project called for racial balance in terms of the assignments of the male caregivers. Thus two black and two white young men would have worked at each center if this plan could have been implemented. The failure of the original plan was not a matter of race. The difficulty was caused by the schedules of the young men at school and transportation problems. Five of the eight young men do not have cars. In an effort to remedy this situation, the proposal for the continuation of the grant includes a request for daily bus fare for the caregivers.

Of the four male caregivers at each center, two were asked to work in the mornings (7:30 AM - 12:30 PM) and two in the afternoons (12:30 PM - 5:30 PM) with each young man working five hours every week day. To give each young man a chance to work both morning and afternoon shifts the morning shift workers changed to afternoon shifts and vice versa in January, 1972. This was very successful at the Kittredge Center. Presently at Kittredge Center we have two male caregivers working only in the afternoons, one male caregiver working only in the mornings and another caregiver working nine hours everyday, five hours for the project and four hours for the Family Learning Centers. Scheduling problems at Carver High School precluded this morning-afternoon shift from taking place at the Donner Center. Therefore, the Donner young men presently continue in the same shifts they started out with in the beginning of the project.

Considerations for the wider availability of the male caregivers in an Early Learning Center the size of Kittredge led to the decision to move the male caregivers to a new teacher and a new group of children approximately every five weeks. This is still the procedure at the Kittredge Center for all the young men except one. The exception involves the young man who accepted the assistant teacher position in the toddler area (See Appendix A). He has his own small group of children in this area but is also available to all the other toddlers and the babies for approximately nine hours every day. The procedure of moving the male caregivers every five weeks was not deemed necessary for the Donner Center which is a small center, so that the male caregivers are quite available to all the children. The male caregivers at this center, therefore, worked with the four and five year olds with no moves until January at which time they moved to the baby and the toddler area (4 months to 3 years). They will stay with the same children until the end of June.

After the selection of the eight male caregivers, they were given a 3 day preservice training by the Curriculum Coordinator of the Family Learning Centers. The purpose of this preservice training, which was comparable to any preservice training for incoming assistant teachers, was to:

- (1) introduce the male caregivers to the center and the personnel at these centers
- (2) introduce the male caregivers to the policies and procedures of the centers
- (3) present the male caregivers with the curriculum objectives of the centers and to help them with the acquisition of teaching skills for the implementation of these objectives.

A list of topics covered in relation to point three and a copy of the instructional objectives discussed are appended (Appendix B and Appendix C).

This three-day preservice training is an initial concentrated introduction to early childhood teaching and is followed by regular weekly in-service training sessions. In addition to these sessions, which are joined in by all the teachers at the centers, the male caregivers also have regularly scheduled meetings with the administrators of the Demonstration Project. During these meetings, which take place at the end of each week, the problems brought up in the weekly written reports of the male caregivers are discussed and the pleasant experiences of the week are shared. During the week, the administrators of the project try to remain in close contact with the lead teacher and/or the directors under whose guidance the male caregivers are working. Also, each young man is observed on the job every week by one or more of the administrators. Both as a result of the close cooperation between teachers/directors and the administrators of the project and the weekly direct observations of the male caregivers, we usually can give feedback to the young men concerning their performance and point out possibilities of improvement. They are also provided with appropriate reading materials and occasional lectures on topics of educational interest.

The administrators of the project meet regularly with the principal investigator, Dr. Boyd R. McCandless, and go over the events of the week. These meetings are also quite frequently joined in by an Emory Senior Psychology Major, Miss Meryl Brod, who is working on her Honor's Thesis in the context of our Demonstration Project. She has in fact, become so very

involved in the project. The project will be a service to many other aspects of the project. The will be following a course of independent study on "Males in Day Care" this spring quarter and will be spending 15 to 20 hours each week on the project. Another occasional participant is an honors graduate student in Educational Psychology. Having worked with the kindergarten and children for an entire summer at the Kirtledge Center, Mr. Steve Haines is particularly interested in the project. He will be a third year graduate student next year and is capable and enthusiastic. If the request for funding is granted we will acquire his services on a part time basis during our second year.

The regular attendants to the weekly meetings are Dr. Ayse I. Cardon, the Project Administrator, and Mr. Woods Staten, the Assistant Project Administrator. Dr. Cardon is an educational psychologist with a special interest in sex-role development. She will continue to administer the Demonstration Project during the continuation period. Mr. Staten is a young man who recently graduated from college. His major was in economics but his interests led him to us. He is very enthusiastic and a hard worker. Presently he is applying to graduate school to prepare himself for a career in early childhood education. He will, however, continue to work for us on a part-time basis next year.

A bi-weekly meeting takes place among the Project Administrator, the Curriculum Coordinator for the Family Learning Centers, and the directors of the two centers. During these meetings, we discuss our observation of the male caregivers and share information concerning their performance and suggest possible changes if needed. Also by keeping the lines of communication open between the centers and the project administration office, the meetings help us identify and deal with problem areas as fast as possible. This last point is especially true with respect to feedback from the parents of the children concerning the male caregivers. When complaints do arise (and sometimes even before they arise), they have to be met and dealt with promptly and effectively to ensure continuing parent and kindergarten participation and enthusiasm. For this, we need open lines of communication at all times.

The male caregivers were introduced to the parents of the Kirtledge Springs and Donner Project children by a letter signed by the president of the Family Learning Centers. A copy of this letter describing the project is appended (Appendix D). A "request for parental permission" was attached to each letter. This permission was for the testing of the children in the project sample. However, the request sheets were mailed to all the parents.

This letter was mailed to the school administration of the project to the interested parties on a one-to-one basis. Also, the Project Administrator gave a talk to a group of parents and teachers at Kittredge School concerning the project and discussing the relevant research findings.

Since the beginning of our Demonstration Project we have found the parents to be very interested and receptive to our efforts. Approximately half of the 176 requests for permission given out to the parents at Kittredge were returned. Of those returned, only one set of parents declined to give permission. At Bonner, 41 out of 41 were received and all parents granted consent. In the above mentioned meeting of the parents and teachers at Kittredge, many parents expressed joy at having these young men working with their children. A divorced mother said she considered her child especially lucky because if it had not been for this project he would have had no male models available to him. Upon the description of sampling at Kittredge for testing purposes (to be discussed shortly), a concerned mother wanted to know if this meant that her child, unless in the sample, would not have contact with the young men. When it was explained to her that sampling was for testing purposes only and that her child, like every other child at Kittredge, would have a chance to interact with the male caregivers, she was very obviously relieved.

We have also had our complaints, however few. One parent told the center director at Kittredge that she did not think these young men were capable of taking care of children. Our principal investigator, after a long talk on the phone, was able to allay the fears. The parent remained cooperative and in fact became more enthusiastic about the project as time went on as shown by the fact that, when her child graduated to an older level, she wanted to first make sure that the male caregivers would continue to be available to the child at this new level. Another incident was much more serious. It almost lost us one of our young men. Ned, apparently inexcusably losing his temper, had pulled a little girl by the wrist hoping to get her attention. The force was more than even Ned had planned to apply and consequently the little girl had a sprained wrist. The parents took her to the doctor the next morning and, after the official confirmation of the sprained wrist, complained to the school administration. The administration in its turn informed us that Ned's services were no longer acceptable. This decision was quick, not only because of the seriousness of the situation but also because Ned had been the most "difficult" male caregiver in the total group. His response to being fired was instrumental in getting him rehired. He was genuinely so terribly upset, sad, and disappointed that it was quite impossible not to give him another chance. With the consent of the parents involved, Ned was allowed to continue with much more strict supervision both

by his lead teacher and the project administrators. Then, as it turned out, was a wise decision. Ned is definitely on his way to being a very good caregiver.

At the Donner Center, we have had no parental complaints. But, in an interesting way, some conflict was created by one of the female teachers at the center. When the young men were transferred to the toddler area in January where this female caregiver is lead teacher, a mutual unhappiness started between the young men and this middle aged lady. It is our considered speculation that the problem is one of attitudes toward the male role in child caring. This older woman, belonging to a different generation and frame of mind, directs the young men in a very authoritative manner mainly because they are men and do not know what child caring is supposed to be about. Their resultant discontent, inadvertently contributed to by a misunderstanding between one of the Donner young men and a male project staffer, almost resulted in a male caregiver leaving the project. The young man involved, Marvin, like Ned, was the youngest in the group and so far had been the most "difficult" trainee. Boyd McCandless had a long chat with the young man one early morning and things calmed down. However, we had to introduce some procedural changes into the daily schedule at the center before things started really looking up again. Each male caregiver at this center now has his own group of children for whom he is primarily responsible. This change has partially freed the male caregivers from the domination of the older lead teacher and so far has been working well. We plan to alternate the children among the different caregivers.

Ned and Marvin were the youngest of the eight male caregivers; they were also the most "difficult" trainees. They were "difficult" in terms of not being able to practice teaching skills to the satisfaction of their supervisors and also in terms of a "communication gap" that prevailed between them and the rest of us in supervisory roles. The two young men were usually quite noncommunicative and we found it very hard to "get through" to them. They appeared to resent a directive approach most but made it almost necessary in all supervisory dealings with them.

It maybe due to pure chance that the oldest caregivers in our group are by far the best and the youngest the most "difficult" trainees. However, we are led to speculate that sixteen may be a bit too young an age for successful male caregiving. The sixteen year old male may have too many inner conflicts of his own to be a satisfied and satisfactory model for children. One such conflict area probably involves his own role and identity in life. Considering this possibility, and granting its higher urgency among lower-

class. Right now, we are working in the program of providing the services of a black male graduate student in education. This young man will come to Denver for two hours each week for the next two months. He will talk with the male caregivers and discuss their problems with them. His sessions with the young men will supplement the weekly in-service training and the project discussion sessions.

As a long term measure designed to deal with the role modeling and identity problems of the young male caregivers, we are proposing the recruitment of four graduate students in education or psychology to serve as fellow male caregivers on a part time basis during the continuation period. This will also enable us to study the variables of age and total exposure time of the male caregivers.

In order to make a formal evaluation of the project possible, and also, to move gradually into the research phase of the study, several areas of major interest have been delineated. Following is a list of these major areas with the description of tests adopted for use in this project (for complete references on the tests please see Appendix B).

(1) The demands made on the male and female caregivers by male and female preschool children of disadvantaged and advantaged backgrounds and vice versa. The development of a new "Interaction Check List" was undertaken for the study of this particular area. A copy of this Check List appended (Appendix F).

(2) Sex Typing. In order to find out if a facilitation of appropriate sex typing occurs for both boys and girls experiencing male caregiving, we are using the following tests: It Scale For Children, Modified Rabban Toy Preference Test, Biller Rating Scale, and Draw-A-Person Test. The sex typing of the male caregivers and any changes in this area are also of interest and are measured by Beran-Miles Masculinity - Femininity Scale and Adjective Check List.

(3) Competence (independence, task orientation). In addition to our rating scale which includes dependence-independence observations, we are using the McCandless Intensity of Involvement Scale, Children's Embedded Figures Test (Embedded Figures Test for the caregivers), and the Nowicki-Strickland Locus of Control Scale (Miller Locus of Evaluation and Control for the caregivers).

We are also testing for intelligence (Peabody Picture Vocabulary Test, Bayley Infant Scale), experimenting with a newly developed test of interpersonal distance (Lake - Nowicki Comfortable Interpersonal Distance Scale), developing a pictorial test of aggression modeled after Patterson's Cartoon Test of Aggression, and trying to replicate recent reinforcement research studies (e.g. Tappet & Bates, 1968) for the female caregivers and extend them to male caregivers.

the preliminary evaluation. The report will be available by July, 1972, and will be forwarded to the GCH and to all those who are interested.

Our initial testing is completed. The testing involved all the male caregivers and all of the children at the Bonner Center. Forty-one children, matched for age and sex to the Bonner children, were randomly selected from the total Kitteredge population. Only three of children were tested at Kitteredge. All of the children at both centers (with the exception of two male children at Kitteredge) have been very enthusiastic about being tested. They enjoy the experience and want to play new "games" every day. Our problem at Kitteredge has been the children who are not in the sample but who want to be tested. We have quite a few of these youngsters. In fact, we are in the process of setting up mock test sessions for some of our more enthusiastic outside-the-sample followers.

APPENDIX A:

Introduction to the Male Caregivers

Steve Davis:

Born on 4-6-64, senior in high school. He has worked as a teacher's aide, collector, bagger and bus boy. One of his responsibilities was to be the father of a little boy with whom he has babysat quite regularly. According to his mother, "Steve has been my seventy-two-old son's dad for many years." He enjoys traveling, literature, music, science and pets.

Richard Davis:

Born on 4-6-55, junior in high school. He has worked as a teacher's aide at Carver High. He is very much interested in out-door sports, especially football.

Richard Davis:

Born on 7-21-52, senior in high school. His job experience includes several community sponsored service projects and frequent babysitting sessions with children of various ages. Talking about one community service project, a co-worker writes, "we worked with preschool to nine-year-old black children. We always turned to Ricky for help because of his patience, and the relationship he could create with the children." Richard enjoys traveling, out-of-door sports (especially camping) music and pets. He is also a Moser Baba follower and the only member of this group who has expressed a deep interest in religion. He has proven himself a very successful caregiver and in December, was offered an assistant teacher position by the Kitteredge administration, that involved 3 1/2 more hours of work every day. He was able to adjust his schedule at school and very eagerly accepted.

Barbara Christopher:

Born on 7-16-54, senior in high school. He has worked as a store clerk and a bus boy. Very fond of baseball and basketball, he also enjoys literature, art and travel. Ben is one of those "natural" teachers who is completely at ease with the children and does a tremendous job of teaching them.

James Garrett:

Born on 2-6-54, presently is a junior in high school. He has worked as a bus boy and summer division worker with the Atlanta Police Department. He is an ardent participant in football and basketball. He also enjoys music, art and travel. It is a fantastic sight to see this big football player gently cooing a baby while changing his diapers....

Albert E. Albert

Born on 2-17-51. Albert is a sophomore. He has had volunteering and summer camp experience. Among his hobbies are football, out-door sports and traveling.

John E. Johnson

Born on 2-14-55. Johnson is a sophomore. He is a professor of history. He has been a volunteer teacher with a community program for preschool and school aged children. His specialty in this latter program "John has patience, interest, and to have a close relationship with the children." He doesn't smoke or drink, and enjoys out-door sports very much. He is also interested in literature, music and history.

Joe Vingo

Born on 2-16-53. Senior in high school. Joe has worked as a salesman and supervisor and came highly recommended even by a mother who wanted to see first!! having doubts about a male babysitter. He enjoys travel, out-door sports and music. He is a successful caretaker and is very well liked at the Kittredge Center.

APPENDIX B:

Preservice Training Program - Topics Covered

PRE-SERVICE TRAINING PROGRAM - TOPICS COVERED

1. The early childhood program - its assumptions, goals and purposes.
2. The child and the developmental process.
3. The curriculum - behavioral objectives, methods and procedures, materials for teaching and learning.
4. The role of the teacher as the other significant adult.
5. Teacher effectiveness.
6. Behavior management.

APPENDIX C:

Instructional Objectives For a Preschool Program

INSTRUCTIONAL GUIDE FOR A COMPREHENSIVE PROGRAM
IN THE COGNITIVE DOMAIN

Prepared by June G. Miller

1. PERCEPTUAL AND CONCEPTUAL DEVELOPMENT

A. Color Concepts

1. The ability to match, recognize and identify the following colors:

red	brown	lavender	turquoise
blue	black	aqua	tangerine
yellow	white	silver	navy blue
green	gray	gold	olive green
orange	tan	lime	cocoa (brown)
purple	pink	charterhouse	cream - ivory - beige

2. The ability to discriminate color on the basis of its relative lightness or darkness.

3. The ability to combine color to make

green	black
orange	brown
purple	pastels

Comments:

B. Shape Concepts

1. The ability to match, recognize, identify and reproduce the following as a requisite to reading and writing readiness:

a. linear shapes

straight	angles
curved	horizontal
parallel	vertical
perpendicular	diagonal (slant line)

(Labeling of the above shapes is incidental.)

2. The ability to match, recognize, identify and reproduce the following:

a. two dimensional shapes

circle	ball
square	star
triangle	cross
rectangle	crescent - moon
diamond	horseshoe
oval	ellipse
pear	arrow
heart	

b. three dimensional

cube	cylinder
sphere	rectangular box
cone	

c. letters - those used in:

child's name
labels on classroom objects and charts
alphabet

3. The ability to perceive and identify the following design patterns:

a. stripes - striped	e. dots - dotted
b. plaids	f. polka dots
c. floral	g. checks - checked
d. print - printed	

(Reproduction of the above is incidental)

Comments:

C. Number Concepts

1. The ability to count by rote to 100.
2. The ability to count objects as far as the child can rote count with understanding of one-to-one correspondence.
3. The ability to conceptualize a set of 10 as a decade.
4. The ability to count by decades up to 100.
5. The ability to match, recognize, identify, and reproduce sums 10 to 20 (all combinations, up to twelve).

- a. cardinal number
- b. ordinal number
- c. magnitude
- d. empty set

7. understands an infinite series and the principle that each successive one contains one more member than the previous one.
8. Demonstrates the ability to reproduce a set that is greater than a given set.
9. Demonstrates the ability to reproduce a set that is less than a given set.
10. The ability to see that sets can be separated into two or more subsets.
11. Demonstrates an understanding of reversibility of set separation.
12. Demonstrates an understanding of number combination and union of sets. Example:
 Set of five - one joined to four
 four joined to one
 two joined to three
 three joined to two
13. Demonstrates an understanding that the order in which two sets are joined does not alter the number of the union of the sets.
14. The ability to label a set of 12 as a dozen where appropriate.
15. The ability to recognize, identify, and reproduce numerals from 0 to 20.
16. An understanding of, and the ability to utilize zero as a numeral.
17. The ability to match numeral with object sets up to ten.
18. The ability to match, recognize and identify the printed word for numbers up to ten.
19. The ability to match the numerical symbol with the printed word for numbers up to ten.
20. The ability to match the printed word for numbers with sets or objects up to ten.
21. The ability to recognize, identify and reproduce the following fractional parts through object manipulation:

- a. first
- b. half-half
- c. fourth-fourth
- d. second
- e. one-third
- f. eight-eighth

33. The ability to recognize and identify ordinal positions from first to tenth.

Comments:

D. Size Concepts

1. The ability to recognize, identify and reproduce through object manipulation the following:

- | | |
|------------------------------|--------------------------------|
| a. small, smaller, smallest | i. wide, wider, widest |
| b. little, littler, littlest | j. fat, fatter, fattest |
| c. large, larger, largest | k. narrow, narrower, narrowest |
| d. big, bigger, biggest | l. thin, thinner, thinnest |
| e. huge, enormous | m. skinny, skinnier, skinniest |
| f. tall, taller, tallest | n. same size |
| g. short, shorter, shortest | o. middle size |
| h. long, longer, longest | p. different size |

2. The ability to make size comparisons where given four or more objects. Relative comparisons are made using larger than, smaller than.

Comments:

E. Measurement Concepts

1. The ability to discriminate between the following concepts of linear measure:

- a. long, longer, longest
- b. short, shorter, shortest

2. The ability to demonstrate an understanding of linear measurement through the appropriate use of the following measuring instruments:

- a. foot ruler
- b. yard stick
- c. measuring tape

3. The ability to demonstrate an understanding of the following units of linear measurement.

- a. an inch
- b. 12 inches = 1 foot
- c. 3 feet = 1 yard

- a. cup - whole and half
 - b. pint
 - c. quarts - pint
 - d. gallon - half gallon
 - e. 2 cups = 1 pint
 - f. 4 cups = 2 pints = 1 quart
 - g. 1 gallon = 4 quarts
5. The ability to discriminate between and label spoons used for measuring dry or liquid substances, such as:
 - a. tablespoon
 - b. teaspoon
 - c. 1/2 teaspoon
 - d. 1/4 teaspoon
 6. The ability to demonstrate an understanding of the following quantitative concepts:
 - a. some - more - most
 - b. some - less - least
 - c. some - all
 - d. many - more - most
 - e. few - fewer - fewest
 - f. greater than (more than)
 - g. less than
 7. The ability to demonstrate an understanding of the equivalence of measure.
 8. The ability to demonstrate an understanding of the following weight concepts:
 - a. heavy - heavier - heaviest
 - b. light - lighter - lightest
 - c. relativity of weight (i.e. standard units, size, volume, conservation etc.)
 - d. the use of scales as an instrument to determine the exact weight of objects
 - e. balance
 9. The ability to discriminate between conditions of volume:
 - a. empty - full
 - b. half full - half empty
 - c. fuller than
 - d. less full
 10. The ability to demonstrate an understanding of the thermometer as an instrument for measuring the exact temperature of air, liquids, solids and the body.

CONCEPTS:

1. The ability to demonstrate understanding of the following:

- | | |
|-----------------------------------|-----------------------------|
| a. above, above, on | m. right (at, on) the right |
| b. under, below | n. left (at, on) the left |
| c. top, on the top, at the top | o. here |
| d. bottom, on the bottom | p. there |
| at the bottom | q. next to, beside |
| e. down, in front of | r. edge, on the edge |
| f. back, in back of, behind | s. near, nearer, nearest |
| g. side, at the side, on the side | t. close, closer, closest |
| h. in, inside | u. far, farther, farthest |
| i. out, outside | v. around |
| j. between, in the middle | w. before |
| k. across | x. after |
| l. in the corner, at the corner | |

Comments:

G. Motion Concepts

1. The ability to demonstrate understanding of the following:

- | | |
|------------------------|-----------------------------|
| a. back - forth | q. run |
| b. up - down | r. walk |
| c. in - out | s. fast, faster, fastest |
| d. stop - go | t. quick, quicker, quickest |
| e. hop - skip - jump | u. slow, slower, slowest |
| f. crawl - creep | v. rise - fall |
| g. wiggle | w. bend |
| h. twist | x. strut |
| i. turn | y. waddle |
| j. kneel | z. climb |
| k. stomp | (a) gallop |
| l. fly | (b) slide |
| m. tap | (c) skid |
| n. slam | (d) skip |
| o. open - shut - close | (e) glide |
| p. close | (f) stoop |

Comments:

1. The child has a conceptual understanding of the following:

- a. day - day
- b. morning, noon, night
- c. afternoon, evening
- d. yesterday, today, tomorrow
- e. this week, next week, last week
- f. weekend
- g. this month
- h. meals - breakfast, lunch, dinner
- i. seasons - fall, winter, spring, summer
- j. calendar as instrument for indicating period of time - month, day, week
- k. clock as instrument for indicating the hour of the day

2. The ability to recall the name of the month.

3. The ability to recall in sequence the name of each day of the week.

4. The ability to match large and small hand placement of model clock with those on real instrument.

5. The ability to identify numerals on clock face.

6. The ability to identify numerals indicated by large and small hand placement on clock.

7. The ability to demonstrate understanding of:

- | | |
|-----------------------|--------------------------------------|
| a. before - after | e. after a while - in a little while |
| b. now - soon - later | f. a long time ago - long ago |
| c. early - later | g. day after tomorrow |
| d. sometime | h. day before yesterday |

8. The ability to demonstrate an understanding of age concepts:

- a. young - younger - youngest
- b. old - older - oldest
- c. years of age
- d. birthday

Comments:

1. The ability to discriminate between the following conditions of pressure:

- | | |
|--------------------------------|--------------------|
| a. light, heavier, heaviest | i. sharp - dull |
| b. soft, softer, softest | j. solid - liquid |
| c. thick, thicker, thickest | k. frozen - melted |
| d. thin, thinner, thinnest | l. dry - wet |
| e. rough, rougher, roughest | m. fluffy |
| f. smooth, smoother, smoothest | n. fuzzy |
| g. sticky - not sticky | o. silky |
| h. elastic - firm | p. velvety |

2. The ability to discriminate between the following conditions of temperature:

- | | |
|--------------------------|--------------------------|
| a. hot, hotter, hottest | c. cool, cooler, coolest |
| b. cold, colder, coldest | d. warm, warmer, warmest |

3. The ability to demonstrate an understanding of the concept of relativity in temperature description.

4. The ability to discriminate between the following conditions of weight through object manipulation:

- | |
|-----------------------------|
| a. heavy, heavier, heaviest |
| b. light, lighter, lightest |

Comments:

5. Taste - Olfactory Discrimination

1. The ability to discriminate between the following taste qualities of a substance:

- | | |
|----------|-----------|
| a. sweet | c. bitter |
| b. sour | d. salty |

2. The ability to identify familiar foods and beverages through use of taste cues (flavors) such as:

- | | |
|-----------|---------------------------|
| a. orange | g. chocolate |
| b. lemon | h. vanilla |
| c. grape | i. peanut (peanut butter) |
| d. cherry | j. cinnamon |
| e. tomato | k. clove |
| f. banana | l. mint (peppermint) |

62. The ability to discriminate between the following conditions of light:
a. dark - light
b. bright - dim
c. shiny - dull
d. clear - blurred

K. Visual Discrimination

1. The ability to discriminate between the following conditions of light:
 - a. dark - light
 - b. bright - dim
 - c. shiny - dull
 - d. clear - blurred
2. The ability to discriminate likenesses and differences in each of the following:
 - a. forms
 - b. objects
 - c. pictures
 - d. word symbols
 - e. letters
 - f. numerals

Discrimination made on the basis of likenesses and differences should include the following dimensions where applicable: color, shape, size, number, and external, internal part, and orientation differences.

3. The ability to perceive relationships among objects and to categorize them according to some definite scheme:
 - a. color
 - b. size
 - c. shape
 - d. form
 - e. texture
 - f. material from which made
 - g. type of class
 - h. function
4. The ability to perceive missing parts of objects and identify the missing part.
5. The ability to perceive, copy and reproduce designs with model present. Some suggested techniques follow:
 - a. arrangement of beads on a string
 - b. arrangement of blocks in two and three dimensional designs
 - c. arrangement of pegs on pegboard
 - d. design cards with patterns for pegboards, parquetry blocks, plastic chips, and construction paper forms.
6. The ability to reproduce designs with model removed using techniques as suggested above.
7. The ability to perceive and repeat designs in a sequence using the techniques suggested (patterning) in #5 above.

9. The ability to perceive the way objects are related to the environment and to verbalize what has been added.
10. The ability to perceive absence of familiar objects associated with immediate environment and to verbalize what is missing.
11. The ability to perceive changes made in the state of an object or substance and to become aware of the external force that is responsible for the change. Examples:

a. melting - heating	c. wetting - liquid
b. freezing - cooling	d. drying - air
12. The ability to perceive progression from left to right, top to bottom, and front to back.

Comments:

2. Affective States - Discrimination and Imitation

1. The ability to discriminate, label and reproduce through imitation outward manifestations of emotion such as:

a. happiness	h. pain
b. pleasure	i. pride
c. contentment	j. excitement
d. well being	k. loneliness
e. sadness	l. shyness
f. anger	m. shame
g. fear	

Comments:

A. Ability to understand and use language

1. The ability to understand the concepts of sound and the absence of sound. (quiet)
2. The ability to discriminate between and demonstrate an understanding through reproduction, the following conditions of sound:
 - a. soft, softer, softest
 - b. loud, louder, loudest
 - c. high, higher, highest
 - d. low, lower, lowest
 - e. quiet, quieter, quietest
 - f. noisy, noisier, noisiest
3. The ability to discriminate between and identify various sources of sound. Examples:
 - a. sounds made by animals
 - b. voices of children and teachers
 - c. sounds made by movement of objects in classroom
4. The ability to discriminate and identify a specific sound and its source when more than one sound is presented simultaneously.
5. The ability to reproduce sound patterns using such instruments as drums, telegraph keys, rhythm sticks.
6. The ability to recognize a designated word when read in a multi-word context.
7. The ability to recognize and reproduce similarities in parts of words.
 - a. word ending sounds - rhyming
 - b. initial sounds in words
8. The ability to repeat in stated order a word sequence of at least five words. Example:

man, cat, log, flower, apple
six, four, five, one, two
9. The ability to carry out in stated sequence a directional command consisting of at least five tasks. Examples:

Go over to the library table, take the blue book off of the table and put it over on the counter by the fish tank. Turn off the light above the fish tank and go sit at the library table.

1. The ability to demonstrate understanding of:
 - a. single words
 - b. phrases
 - c. complete sentences
2. The acquisition of new vocabulary words and incorporation of these words in every day conversation.
3. The ability to verbalize spontaneously in a conversation.
4. The ability to memorize nursery rhymes, poems and songs, and to repeat them with a skill that evidences understanding of content and articulation.
5. The ability to respond to pictures and to formulate relationships between stimuli in pictures.
6. The ability to sense "correctness" of word pronunciation or grammatical form used in speech and to check incorrect usage through imitation of correct model.
7. The ability to use compound and/or complex sentences with clauses and phrases as well as participles, gerund, and infinitive forms of verbs.
8. The ability to use past and future tense as well as present.
9. The ability to use both the nominative and objective forms of pronouns also the singular and plural forms of nouns and pronouns.
10. The ability to verbalize full name, address and telephone number.
11. The ability to answer questions related to the properties of an object by using both affirmative and "not" statements. Examples:

What is this? This is a ball. This is <u>not</u> a block.	What is this <u>not</u> ? This is not a block. This is a ball.
---	--
12. The ability to make declarative statements about an object by stating at least six different qualities of what the object is and is not, on the basis of color, size, shape, texture, function, classification and relationship. Example:

This is a ball. It is red. It is large. It is round.	It is hard. It is to play with. It is a toy. It is shaped like an orange.
---	--

Example: The ball is in the box. The ball is in the box.

Example: The ball is in the box. The ball is in the box.

Example: The ball is in the box. The ball is in the box.

Example: The ball is in the box. The ball is in the box.

14. The ability to understand a question and answer situation and to give an appropriate response to a question, answering in a complete sentence. When part of an instructional group activity, standards should be set for the desired response. The following sequence is suggested:

- (1) Listen carefully to the question
- (2) Formulate the answer believed to be correct
- (3) Signal with raised hand
- (4) Wait to be recognized
- (5) Give response in complete sentence

15. The ability to comprehend (decode) and state (encode) questions with the following introductory words:

- | | |
|---------|----------|
| a. who | d. where |
| b. what | e. why |
| c. when | f. how |

17. The ability to make "I don't know" statements when cues are insufficient to make valid deductions. Example:

Place a closed box on the table. Ask children if the box is heavy or light. A response of either "heavy" or "light" would be only a guess as the children would have to lift it in order to make a valid judgement of weight. Children can learn that they are "guessing" when they attempt to answer without enough information.

18. The ability to classify objects on the basis of a known quality universal to the category in question. Example:

19. If it is an object to play with, it is a toy.
A toy is an object to play with.
A ball is to play with.
A ball is a toy.

19. The ability to recall sequences of events.

- a. identifying the problem
 - b. identifying the main problem - beginning, alternate possible ending
 - c. identifying characters and relevant details
 - d. identifying the "main idea"
 - e. interpreting affective content
 - f. drawing analogies between story situations and life situations
21. The ability to use problem solving techniques in the following sequences:
- a. identify problem
 - b. identify information and/or materials needed to solve a problem
 - c. evaluate suggested solutions
22. The ability to use visual discrimination, auditory perception and critical thinking skills in combination either simultaneously or in rapid succession to the solution of tasks.
23. The acquisition of a sight reading vocabulary to include:
- a. child's own name
 - b. names of other children in group
 - c. classroom objects that have been labeled
 - d. names of the days of the week
 - e. name of the current month
 - f. words for numerals (one - ten)
 - g. words selected by the child

Comments:

APPENDIX B:

Letter Introducing the Parents to the Demonstration Project

THE EFFECTS OF INTRODUCING YOUNG MALES

There have been considerable studies on the effects of introducing young males into day care. The research project is being funded by the United States Office on Child Development. Dr. Boyd McDermott serves as Principle Investigator of the project and describes the work in this way.

At this time, all responsible authorities in the child development field whom we know are concerned, even anxious, about the inadequate amount of male young children (through elementary school at least) are able to spend interacting with significant male figures in their lives. The developmental ramifications resulting from this lack have been clearly and widely demonstrated for boys for many years; but more recently it has been shown that little girls benefit as much as boys from interactions with adult males, but that the effects do not show themselves so immediately and dramatically as among boys.

The opportunity to interact with male care givers seems to accelerate academic performance, benefit intellectual growth, speed up moral development, and give both boys and girls a clearer and more relaxed grasp of their own maleness and femaleness. You may want to look up an article in the March, 1971, Young Children, by Mavis Hetherington and Jan Bear in which they discuss in great detail the disadvantages that accrue when boys and girls have too little chance to interact with adult males; or a mimeographed paper by Boyd McDermott, "Schools, Sex Differences, and the Disadvantaged Male," that is being published through Georgia State University. Copies of this are available from Mrs. Hollings or Miss Jenkins. These sources give ample support to our goals in introducing young males into day care.

To secure the services of young men, the Foundation went to Mr. Greer, Chief Counselor at Dekalb Adult High School. He selected a panel of young men (mostly juniors and seniors) on the basis of their interest and desirable personal characteristics. From this panel, those involved in the demonstration and research selected four young men, two of whom work in the mornings, two in the afternoons. Mr. Cain, Chief Counselor at Atlanta's Carver High School did the same procedure for the Foundation. From his panel, four young men were selected who are currently working at Bonner, two in the morning, two in the afternoons. The young men are paid, and have received intensive preservice training under the direction of Mrs. June Miller, Educational Coordinator. Regular inservice training continues for the young men, as it will over the course of the project.

To evaluate the effects of the demonstration project, the project staff will administer a few competence and interest tests. These include: Embedded Figures Test, and Children's Control and Evaluation Scale, tests believed to assess the child's independence and initiative; Peabody Picture Vocabulary Test, a measure of the child's receptive vocabulary; the Mullen and It preference tests, which are believed to indicate the child's degree of boy's and girl's games and playmates; and the Comfortable Interpersonal Distance Scale, which relates to the child's degree

Diff Man

R. Jeff Marsh
President
Daily Learning Centers, Inc.

CONSENT FORM

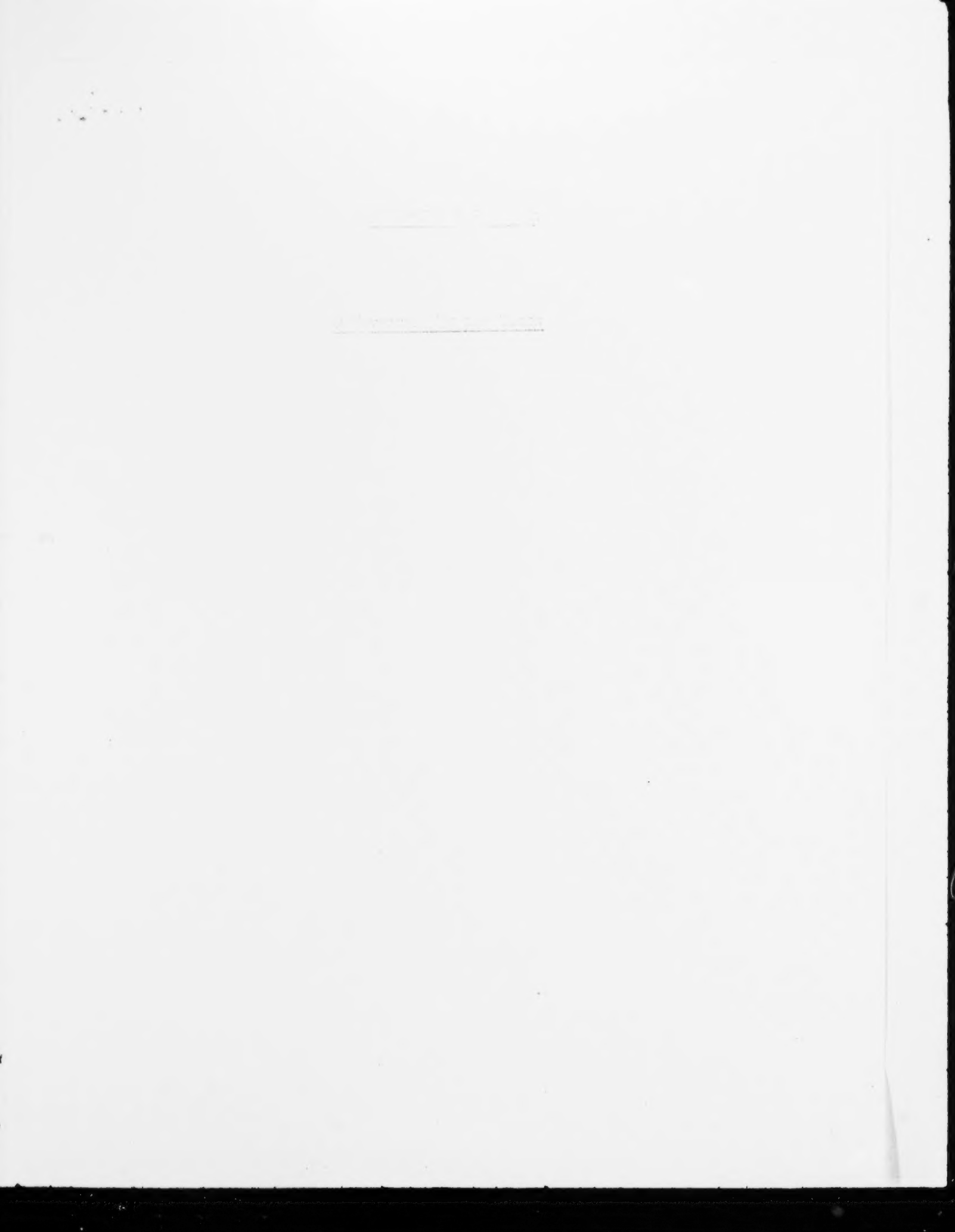
All ethical procedures are to be taken with the child. The overall project is being directed by Dr. Boyd Macdonald, Director of Educational Psychology, Emory University, a Fellow and Diplomat in Clinical Psychology of the American Psychology and the Division of Developmental Psychology of the American Psychological Association. He is also Editor of the American Psychological Association's journal, Developmental Psychology. As stated above, he will be glad to answer any questions you wish to ask. His office telephone is 377-2411, Ext. 7571; his home telephone is 633-2134.

I ☐ Am Willing
 ☐ Am Not Willing

For _____

to take the tests described above and use the results obtained in evaluating the effects of the demonstration project.

PARENT'S OR PARENTS' NAME



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Northwestern University, Evanston, Ill., 1969.

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30-31.

Engel, S., The Locus of Control in Young Children.
Journal of Clinical Child Psychology, 1968, 1, 1-7.

Engel, S., and Strickland, B., The Development of a Locus of Control Scale.
Psychometric Scale, Northwestern University, Evanston, Ill.,
1972, Journal of Clinical Child Psychology, April
1972, 1, 1-7.

Engel, S., The Locus of Control in Young Children.
Northwestern University, Evanston, Ill., 1969.

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APPENDIX F:

Interaction Check List

INTERACTION CHECK LIST

Teacher Behaviors:

A. Attempts at maintaining the ongoing behavior

1. joins in the activity -- e.g. child is involved in a building game with blocks, the teacher comes and joins in the game
2. direct verbal praise
3. public praise
4. social reward (granting of privileges)
5. material reward
6. physical contact
7. facial expression, gestures (smiles, nods, etc.)
8. orients to better receive the child (moves nearer, turns around to face the child, looks up at the child, etc.---also include visual focusing on the child)
9. offers to help the child
10. helps the child physically by moving objects or the child
11. helps the child verbally by pointing out something to make the child's task easier, rephrasing or repeating directions.
12. helps the child indirectly by getting another adult or child to help him
13. asks questions

B. Shows affection (unconditional)

1. physical contact
2. direct verbal comment -- e.g. "I like you"
3. facial expression

C. Responds to direct requests for permission to do something: (Indicate physical, p, or verbal, v.)

1. denies flatly (no reasons given)
2. refuses, but states reasons
3. consents, agrees
4. ignores

II. Functions of discipline: the child's behavior is shaped or changed by the parent's response to it.

1. The parent's response to the child's behavior is shaped or changed by the parent's response to it.

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2. Emotional attention bids:

1. requests help or assistance: e.g. "help me, please", "can you help me?"
 2. requests permission or help: e.g. "may I go to the toilet?"
 3. requests help or assistance: e.g. "can you help me?"
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- a. Emotional attention bids: Positive reassurance seeking
1. engages in repeated irrelevant activity - verbal or physical
 2. asks unnecessary permission or help
 3. asks teacher to intervene in conflicts (tattling component is heavy)
 4. seeks praise for job, finished or ongoing - e.g. "Look at mine"
 5. physical, non-aggressive attention bids: e.g. touching and holding, clasping onto others
 6. orientational attention bids: following or standing near
 7. verbal statements of liking (unconditional)
- b. Emotional attention bids: Negative attention seeking
1. aggressive activity with minimal or no provocation
 2. tantrums
 3. defiance or oppositional behaviour: ignoring, refusing, or doing opposite
 4. disruptive activity: e.g. "I'm not doing it" or "I'm not doing it"
 5. disruptive activity: e.g. "I'm not doing it" or "I'm not doing it"
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